



# **DIAGNOSTIC REVIEW REPORT**

## **FOR**

# **GREENUP COUNTY HIGH SCHOOL**

196 Musketeer Drive  
Greenup, KY  
41144

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## **Introduction to the Diagnostic Review**

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

## **Part I: Findings**

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

### **Standards and Indicators**

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

**Standard 1: Purpose and Direction**

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions’ vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	<b>Standard Performance Level</b>
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	<b>2.7</b>

<b>Indicator</b>		<b>Source of Evidence</b>	<b>Performance Level</b>
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> <li>• Principals overview of the system in place (School Leadership Presentation)</li> <li>• Parent Interviews</li> <li>• Student Interviews</li> <li>• Teacher Interviews</li> <li>• Artifact Review (PLC Binders and Deficiency Binders)</li> <li>• Teacher Survey Results</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	3

Indicator		Source of Evidence	Performance Level
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"><li>• Teacher, parent, staff interviews</li><li>• Quarterly reports</li><li>• Principal interview</li><li>• Artifact review – specifically PLC binders, deficiency binder</li><li>• Student and parent surveys</li><li>• Self-Assessment</li><li>• Executive Summary</li></ul>	2
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"><li>• Stakeholder interviews (principal, students, teachers and parents)</li><li>• Artifact reviews (30, 60, 90 day plans, quarterly reports, deficiency binders, PLC binders)</li><li>• Classroom observations</li><li>• Stakeholder surveys</li><li>• Self-Assessment</li><li>• Executive Summary</li></ul>	3

## Opportunities for Improvement

Indicator	Statement	Rationale
1.2	<b>Ensure that leadership and staff commit to a school culture based on shared values and beliefs about teaching and learning that supports challenging, equitable educational programs and learning experiences for all students. Review and revise the current statement of purpose and direction to ensure it communicates high academic and behavior expectations.</b>	Based on evidence of observations, artifacts and interviews, the school's "non-negotiables", bell ringers, learning targets and agendas were posted in the classrooms observed. Higher-order thinking vocabulary was displayed via learning targets. However, classroom observations revealed work remains in regards to learning strategies being carried out to allow students to reach that critical thinking level. According to student survey data, only 52% of students believe that a challenging curriculum is provided to them. 54% of parents indicated that they agree/strongly agree with the statement, "Our school has high expectations for students in all classes," suggesting that a significant percentage of parents disagree or are ambivalent about the existence of a high expectations environment at the school. Classroom observations indicated that challenging and rigorous coursework and discussions were infrequent. The High Expectations and Equitable Learning Environments were both rated at 2.2 out of 4.00 which were among the lowest ratings. Examine opportunities to provide teachers appropriate professional development activities focused on rigor and higher order thinking that is also supported through monitoring and feedback.



## Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly “influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization.” With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

<i>Standard 2 – Governance and Leadership</i>	<b>Standard Performance Level</b>
The school operates under governance and leadership that promote and support student performance and school effectiveness.	<b>2.5</b>

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<ul style="list-style-type: none"> <li>• Interviews with school and district leadership</li> <li>• Advisory Council agendas, minutes and policies</li> <li>• Staff reflections</li> <li>• Parent and student survey responses.</li> <li>• Parent and student interview responses.</li> <li>• Teacher Survey Results</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	2
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> <li>• Interviews with all advisory council member roles (teachers, parent, principal.)</li> <li>• Interview with superintendent.</li> <li>• Advisory Council agendas, minutes and policies</li> <li>• Staff reflections (Plus/Deltas)</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	3
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> <li>• Interviews with all advisory council member roles (teachers, parent, principal.)</li> <li>• Superintendent Interviews</li> <li>• Advisory Council agendas, minutes and policies</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	3

Indicator		Source of Evidence	Performance Level
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none"> <li>• Advisory Council agendas, minutes and policies</li> <li>• Classroom Observations</li> <li>• Interviews with Students, Parents, Teachers, Administrators, Superintendent</li> <li>• Administrator Presentation</li> <li>• Stakeholder Survey data</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	2
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none"> <li>• Interviews with all advisory council member roles (teachers, parent, principal.)</li> <li>• Superintendent Interviews</li> <li>• Advisory Council agendas, minutes and policies</li> <li>• Classroom Observations</li> <li>• Interviews with Students</li> <li>• Administrator presentation</li> <li>• Stakeholder Survey Results</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	2

Indicator		Source of Evidence	Performance Level
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> <li>Stakeholder interviews</li> <li>Review of evaluation documents</li> <li>Schedule of reviews for every teacher</li> <li>Review of Professional Growth Plans</li> <li>Stakeholder survey data</li> <li>Student performance data</li> <li>Self-Assessment</li> <li>Executive Summary</li> </ul>	3

### Opportunities for Improvement

Indicator	Statement	Rationale
2.1	<b>Develop and communicate policy and procedure expectations so that all staff members, (especially newer staff members), are fully integrated into the school culture.</b>	GCHS has added 26 new teachers to the staff in the last 2 school years. In order to fully embed expectations for success in all classrooms, policies and procedures should be communicated and understood across the entire staff. The New Teacher Institute should be continued and expanded as planned. Additional avenues should be explored to further communicate policy and procedure with parent stakeholders as well. Examine opportunities for the school to use mentoring and coaching programs to support staff induction.

Indicator	Statement	Rationale
2.5	Examine current practices and processes used in the school to engage stakeholders including parents. Use the results of this examination to develop and implement new strategies that will ensure more meaningful engagement and broader support for the school's purpose and direction for improving student performance.	Administrator, teacher, parent and student interviews all reflected that a parent involvement in the school is minimal. Student surveys indicated that only 32% of students believe that there are opportunities for their families to be involved. Only 42% of parents indicated in surveys that they agreed/strongly agreed with the statement, "Our school provides opportunities for stakeholders to be involved in the school." Parent interviews indicated that performance information/grades are sent home on a timely and regular basis through a variety of means, but that opportunities to provide feedback to the school are less common. Survey data suggests that over half the parents are ambivalent about or perceive that the school is ineffective in helping parents understand student progress or keeping them informed about grades.

### Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of “student motivation, parental involvement” and the “quality of leadership” (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school’s curriculum and instructional program should develop learners’ skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers’ pedagogical skills occur most effectively through collaboration and professional development. These are a “necessary approach to improving teacher quality” (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in “active organizational learning also have higher achieving students in contrast to those that do not.” Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, “supports teachers by creating collaborative work environments.” Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<i><b>Standard 3 – Teaching and Assessing for Learning</b></i>	<b>Standard Performance Level</b>
The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	<b>2.1</b>

Indicator		Source of Evidence	Performance Level
3.1	Provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> <li>• Classroom observations (ELEOT)</li> <li>• Teacher Evidence Binders</li> <li>• Student, Parent and Teacher Interviews</li> <li>• Curriculum documents (maps)</li> <li>• Interventions based on Student data</li> <li>• CCR Data</li> <li>• Student performance data</li> <li>• Stakeholder survey data</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	2
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> <li>• Teacher Interviews</li> <li>• Leadership and Support Personnel Interviews</li> <li>• Classroom Observations (ELEOT)</li> <li>• Student Interviews</li> <li>• PLC Documents and Observations</li> <li>• Teacher Evidence Binders</li> <li>• School Provided Evidence Binders</li> <li>• Stakeholder survey data</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	2

Indicator		Source of Evidence	Performance Level
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> <li>• Teacher Interviews</li> <li>• Leadership and Support Personnel Interviews</li> <li>• Classroom Observations (ELEOT)</li> <li>• Lesson Plans</li> <li>• Student Interviews</li> <li>• PLC Documents and Observations</li> <li>• Teacher Evidence Binders</li> <li>• School Provided Evidence Binders</li> <li>• Student performance data</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	2
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> <li>• Teacher Interviews</li> <li>• Leadership and Support Personnel Interviews</li> <li>• Classroom Observations (ELEOT)</li> <li>• Student Interviews</li> <li>• PLC Documents and Observations</li> <li>• Teacher Evidence Binders</li> <li>• School Provided Evidence Binders</li> <li>• Student Performance Data</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	3



Indicator		Source of Evidence	Performance Level
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> <li>• Teacher Interviews</li> <li>• Leadership and Support Personnel Interviews</li> <li>• PLC Documents and Observations</li> <li>• Teacher Evidence Binders</li> <li>• School Provided Evidence Binders</li> <li>• Teacher Survey Results</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	2
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> <li>• Classroom Observations (ELEOT)</li> <li>• Teacher interviews</li> <li>• Student interviews</li> <li>• Evidence Binders</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Student performance data</li> </ul>	2
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> <li>• Teacher Interviews</li> <li>• Leadership and Support Personnel Interviews</li> <li>• School Provided Evidence Binders</li> </ul>	1
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> <li>• Teacher Interviews</li> <li>• Leadership and Support Personnel Interviews</li> <li>• Student and Parent Interviews</li> <li>• Stakeholder Survey data</li> </ul>	2

Indicator		Source of Evidence	Performance Level
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> <li>• Teacher Interviews</li> <li>• Leadership and Support Personnel Interviews</li> <li>• Student and Parent Interviews</li> <li>• School Evidence binders</li> <li>• Stakeholder survey data</li> </ul>	2
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> <li>• Teacher Interviews</li> <li>• Leadership and Support Personnel Interviews</li> <li>• Student and Parent Interviews</li> <li>• Teacher Evidence Binders</li> <li>• School Provided Evidence Binders</li> <li>• Stakeholder survey data</li> </ul>	2
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> <li>• Teacher Interviews</li> <li>• Leadership and Support Personnel Interviews</li> <li>• PLC Observations</li> <li>• Evidence Binders- PLC agendas, minutes, etc.</li> <li>• Stakeholder survey data</li> <li>• Self-Assessment</li> </ul>	2

Indicator		Source of Evidence	Performance Level
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> <li>• Teacher Interviews</li> <li>• Leadership and Support Personnel Interviews</li> <li>• Student and Parent Interviews</li> <li>• Teacher Evidence Binders</li> <li>• School Provided Evidence Binders</li> <li>• Classroom Observations</li> <li>• Student Data Notebooks</li> <li>• Stakeholder survey data</li> </ul>	3

### Opportunities for Improvement

Indicator	Statement	Rationale
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Indicator	Statement	Rationale
3.1	<b>Examine current processes and strategies used in the school to ensure the curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning, thinking and life skills. Use the results of this examination to refine existing processes or develop new ones that align professional development, assessment, monitoring and evaluation, PLC focus, etc.</b>	<p>Classroom observations, stakeholder interviews, survey and student performance data as well as other documentation, such as evidence binders, indicated that the school's capacity to provide equitable and challenging learning experiences across all classrooms is emerging. In surveys, 63% of staff indicated that they agree/strongly agree with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills," suggesting that about one-third of the staff disagree or are ambivalent about the capacity of the school to ensure equitable and challenging instruction in all classrooms. 53% of parents indicated in surveys that they agree/strongly agree with the statement, "All of my child's teachers provide an equitable curriculum that meets his/her learning needs," suggesting that nearly half the parents in the school disagree or are ambivalent about the degree to which the school is consistently providing the curriculum to all students. Furthermore, 53% of students indicated in surveys that they agree/strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences."</p> <p>Professional learning activities that provide staff with the confidence to develop equitable and challenging learning experiences, coupled with effective monitoring, evaluation and feedback systems, are associated with higher degrees of student engagement and success.</p>

Indicator	Statement	Rationale
3.2	<b>Develop more effective practices and policies that will ensure curriculum, instruction, and assessment are aligned, monitored and adjusted systematically in response to data from multiple assessments of student learning.</b>	<p>While the school is actively collecting and storing student performance data, the degree to which it is being analyzed and used to guide instructional improvement is not consistently apparent based on interviews and review of documentation. Observations indicated that classroom instruction is not consistently rigorous or modified based on analysis of this data. Classroom observations consistently revealed that nearly all instruction was whole group with little or no differentiation of instructional activities except in some advanced classes. Of the 485 students surveyed, only 26% responded that they agree/strongly agree with the statement, "All my teachers change their teaching to meet my learning needs." In other words, nearly 75% of the students disagree or are ambivalent about the extent to which adjustments to curriculum or instruction are made based on their needs. 69% of the 36 staff members surveyed indicated that they agree/strongly agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice," suggesting that nearly one third of the staff are ambivalent about or disagree that instruction and curriculum are sometimes changed to meet student needs. The degree to which the school ensures that curriculum, assessment and instruction are monitored and adjusted systematically in response to student needs appears to be minimal. The degree to which PLC's are engaged in ongoing evaluation of the impact of instructional changes on student performance appears to be minimal.</p>

Indicator	Statement	Rationale
3.3	<p><b>Develop processes and procedures that will ensure teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations including opportunities for student collaboration, self-reflection, and development of higher order or critical thinking skills.</b></p>	<p>Some performance data as well as classroom observations indicate that only a few teachers use instructional strategies that require collaboration, self-reflection, and development of critical thinking skills.</p> <p>Classroom observations revealed very few instances in which teachers were using instructional strategies that required students to apply knowledge and skills, integrate content and skills with other disciplines or use technologies as instructional resources and learning tools. In surveys, only 54% of students agree/strongly agree with statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed." 26% of students indicated in surveys that they agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs," suggesting that modifications to curriculum and instruction based on data may be very infrequent in the school. In surveys, 51% of parents indicated that they agree/strongly agree with the statement, "All of my child's teachers give work that challenges my child," suggesting that a large percentage of parents disagree or are ambivalent about the extent to which course work is sufficiently engaging and rigorous. Documentation, observations and performance data indicate that the extent to which instructional strategies are effectively varied in order to authentically engage all learner styles and ensure achievement of learning expectations is minimally evident across the school.</p>

Indicator	Statement	Rationale
3.5	<b>Further refine strategies and frameworks that will ensure implementation of highly effective professional learning communities across the school focused on improvement of student performance and the professional practice of teachers.</b>	Teacher interviews and observations revealed that collaboration occasionally occurs across grade levels and content areas. Some documentation suggests that PLC meetings have been used for operational purposes, information sharing, logistical planning, or common planning time. The extent to which teachers are engaged in true PLC work, such as examination of student work, action research, improvement of professional practice, is minimal. Some survey data does not suggest the existence of a high degree of teacher collaboration. 40% of parents, for example, indicated that they agree/strongly agree with the statement, "All of my child's teachers work as a team to help my child learn." In addition, 50% of students indicated in surveys that they agree/strongly agree with the statement, "In my school, teachers work together to improve student learning." 61% of staff indicated in surveys that all teachers have been trained to implement a formal process that promotes discussion about student learning such as action research, examination of student work, reflection, study teams and peer coaching, suggesting that a large percentage of the faculty may not have received adequate training to implement highly functional PLC's.

Indicator	Statement	Rationale
3.10	Develop policies and practices, including monitoring, that will ensure grades are based on clearly defined criteria that represent the attainment of content knowledge and skills and that grading practices are consistent across grade levels and like courses. Ensure that the development and implementation of new policies are effectively communicated to all stakeholder groups.	Teacher, student, leadership and support personnel interviews, classroom observations, teacher evidence binders, and evidence binders provided by the school indicate that a common grading scale exists. However, the existence of clearly defined criteria for grading and reporting based on the attainment of content knowledge and skills that are consistent across all grade levels and courses was not evident. Some student survey data suggests that a significant percentage of students do not perceive that teachers keep their families well informed about academic progress, or that teacher provide students with information about their learning and grades. Only 63% of staff agree/strongly agree with the statement, "All teachers in our school use consistent and common grading and reporting policies across grade levels and courses based on clearly defined criteria." There is very little evidence that the school has developed policies and practices that will ensure grades are consistently based on content knowledge and skills.
3.11	Design and implement a professional learning program that (1) ensures that all staff participates in a rigorous and continuous program of professional learning that is aligned to the school's purpose and direction, (2) is based on an assessment of needs of the school and individual staff member, (3) builds measurable capacity among professional and support staff, (4) is rigorously and systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.	Based on teacher, leadership, and support personnel interviews, PLC observations, and evidence binders, some teachers are receiving professional learning opportunities in their PLCs. However, not all personnel are members of a PLC, meaning they miss a large portion of the professional learning offered. Documentation revealed that most of the staff participates in school-wide professional learning which is, to a large extent, a "one size fits all" approach without regard to individual teacher needs. In surveys, 27% of staff, or nearly one-third, indicated that they were ambivalent about or disagreed that they were provided "professional learning programs designed to build capacity among all professional and support staff members." Teacher interviews consistently indicated a need and desire for a more individualized professional learning experiences.



**Standard 4: Resources and Support Systems**

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<i>Standard 4 – Resources and Support Systems</i>	<b>Standard Performance Level</b>
The school has resources and provides services that support its purpose and direction to ensure success for all students.	<b>2.0</b>

<b>Indicator</b>		<b>Source of Evidence</b>	<b>Performance Level</b>
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program.	<ul style="list-style-type: none"> <li>• Principal Interviews</li> <li>• Artifacts and documentation</li> <li>• Staff Interviews</li> <li>• Stakeholder survey data</li> <li>• Classroom and school observations</li> <li>• Self-Assessment</li> </ul>	3

Indicator		Source of Evidence	Performance Level
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> <li>• School-wide non-negotiable “Bell to bell” instruction</li> <li>• Classroom and school observations</li> <li>• Student interviews</li> <li>• Parent interview</li> <li>• Stakeholder survey data</li> <li>• Review of documents and artifacts</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	2
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> <li>• Student interviews</li> <li>• Classroom and school observations</li> <li>• Parent interviews</li> <li>• Stakeholder survey data</li> <li>• Documentation and artifacts</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	1
4.4	Students and school personnel use a range of media and information resources to support the school’s educational programs.	<ul style="list-style-type: none"> <li>• Staff interviews</li> <li>• Classroom and school observations</li> <li>• Stakeholder survey data</li> <li>• Documentation and artifacts</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	3

Indicator		Source of Evidence	Performance Level
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> <li>• District Technology Plan</li> <li>• Technology Needs Assessment results</li> <li>• Classroom and school observations</li> <li>• Stakeholder interviews</li> <li>• Documents and artifacts</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	2
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> <li>• Stakeholder interviews</li> <li>• Classroom and school observations</li> <li>• Leadership Assessment Report</li> <li>• Student performance data</li> <li>• Stakeholder survey data</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	2
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> <li>• Leadership Assessment Report</li> <li>• Stakeholder interviews</li> <li>• Student performance data</li> <li>• Stakeholder survey data</li> <li>• School Vision statement</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	1

**Opportunities for Improvement**

Indicator	Statement	Rationale
4.2	<b>Examine and adjust policies, practices, procedures, monitoring and further shape the school culture to ensure that instructional time is fiercely protected.</b>	<p>While classroom observations and the school's "non-negotiables" indicated that there are efforts to protect instructional time, both in policy and practice, there is also evidence that some students' access to classes is compromised by such things as intervention pull-out activity. Additionally, the use of 20% of class time weekly for entire classes to use "Study Island" prevents access to important content and activities. Decisions such as these should reflect a focus on rigorous learning opportunities as the primary purpose of selecting instructional activities. Additionally, the classroom observation ratings indicated that the Equitable Learning and High Expectations Learning Environments were both rated at 2.2 out of 4, which were among the lowest ratings of all seven domains.</p>

Indicator	Statement	Rationale
4.5	<b>Develop practices and policies that will ensure the ongoing implementation of a comprehensive school technology plan specifically designed to ensure that technology is used as an instructional resource by teachers and learning tools by students. Ensure alignment of technology integration to professional learning as well as supervision and monitoring.</b>	<p>A District Technology Plan exists, and GCHS has necessary hardware to meet student needs. However, stakeholder interviews revealed a relatively sporadic, limited response to the increasing technology needs of today's students. Utilizing SIG funds for certain labs was one part of technology utilization. Implementing "bring your own device" methodology was another (both requiring certain infrastructure needs). Timelines for implementation are loose in some areas, and more rigid in others, yet no priority analysis appears to be available which is specific to this school's changing needs. Limited wireless access and filter protection for student phone accessibility is currently preventing implementation of a strategy that students were eager to employ. Although student and staff surveys indicate that computers are up-to-date and used by teachers to help students learn, and that the school has a plan for the acquisition and support for of technology, classroom observation results identified the Digital Learning Environment as the least effective domain observed (1.8 out of 4.0). Professional development opportunities to support teachers with regard to technology integration are not intentional or comprehensive. The development of a plan, specific to the needs of GCHS, will formulate a thoughtful approach to prioritizing activities. This approach should include infrastructure development, appropriately timed with formalized professional learning, to allow unilateral staff access and ultimately leading to student implementation.</p>

Indicator	Statement	Rationale
4.6	Implement, monitor, and evaluate a coordinated approach to clearly determine the physical, social, and emotional needs of each student in the school.	Stakeholder interviews and the school's overview presentation revealed that school personnel provide a variety of programs and services to meet the needs of all students. What is lacking is a comprehensive and well communicated coordination of the services. Because measures of program effectiveness were not identified, school personnel were not able to effectively use the data to regularly evaluate student support services and programs. For example, counselors appeared to operate somewhat independently from attendance personnel in terms of coordinating services while serving the same students. In surveys, 69% of students and 50% of parents responded that they agree/strongly agree with the statement "In my (our) school, I have access to counseling, career planning, and other programs to help me in school" which suggests that existing services may not be addressing the needs of all students.

## Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

<i>Standard 5 – Using Results for Continuous Improvement</i>	Standard Performance Level
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	<b>1.8</b>

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> <li>Teacher interviews</li> <li>Documents provided by school</li> <li>PLC meeting observations</li> <li>Teacher and Student Surveys</li> <li>Administrative Interviews</li> <li>Self-Assessment</li> <li>Executive Summary</li> </ul>	2

Indicator		Source of Evidence	Performance Level
5.2	Professional and support staffs continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	<ul style="list-style-type: none"> <li>• Teacher interviews</li> <li>• Documents provided by school</li> <li>• PLC meeting observations</li> <li>• PLC Binders and evidence of data use</li> <li>• Teacher and student surveys</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	2
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>• Teacher interviews</li> <li>• Documents provided by school</li> <li>• Teacher and student surveys</li> <li>• Administrative interviews</li> <li>• PLC evidence binders</li> </ul>	1
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<ul style="list-style-type: none"> <li>• Teacher interviews</li> <li>• Documents provided by school</li> <li>• PLC meeting observations</li> <li>• Teacher and student survey</li> <li>• Evidence binders</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	2
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	<ul style="list-style-type: none"> <li>• Parent interviews</li> <li>• Teacher interviews</li> <li>• School and district documentation</li> <li>• Administrative interviews</li> <li>• Teacher and student survey responses</li> </ul>	2



## Opportunities for Improvement

Indicator	Statement	Rationale
5.1	<b>Develop and implement practices and policies to ensure that classroom data is consistently collected, analyzed, reported and used to drive instructional improvement in all classrooms, courses, and educational programs.</b>	Interviews with teachers suggest that the use of data to drive instructional improvement is a focus within the school, but not yet a common practice across all classrooms. According to classroom observations and interviews, improvement of classroom practice is not systematically occurring based on the use of student performance data. The degree to which student performance data is driving all PLC improvement work is not consistently apparent. The extents to which policies have been developed that ensure systematic and timely evaluation of the assessment system's effectiveness are not apparent.
5.2	<b>Develop written protocols and procedures that will ensure the consistent collection, analysis and use of data from a range of data sources, (e.g., cognitive and non-cognitive), and use the information to guide improvement planning focused on student learning, instruction, the effectiveness of programs and the conditions that support learning.</b>	School leadership and staff described a vision for and initial implementation of a process for continuously collecting and analyzing data for decision making in the school. Some documentation supports the school's use of data to drive decision-making; however, there was no evidence to suggest that data is systematically collected across classrooms, courses, and departments and consistently used to evaluate effectiveness of improvement planning initiatives, programs, learning conditions, etc.
5.4	<b>Develop policies and procedures that clearly define and describe the process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level.</b>	According to interviews, the school culture is beginning to shift towards a focus on the use of data to make all instructional decisions. This data use is not yet "systematic" and "consistent." Leadership is urged to refrain from placing teachers in the position of having to guess as to what they should do with the data they collect. Stakeholder interviews and artifacts revealed a deep need for procedures that set expectations and provide concrete guidance. Data from student performance on academic assessments indicates that there is improvement; however, the use of these data are not regularly used as a part of a comprehensive and systematic program evaluation approach to better understand the efficacy of particular approaches or the effectiveness of a given structure.

Indicator	Statement	Rationale
5.5	<b>Develop and implement additional methods for communicating results of school and student progress to all stakeholder groups. Evaluate current communication methods to determine effectiveness in reaching all stakeholders. Ensure that multiple methods of home-to-school and school-to-home communication are available so that all parents and community members are connected and involved in the education of every student at GCHS.</b>	Parent and community interviews revealed a strong interest in knowing what is going on in the school and knowing about how to become involved as a valued improvement partner. In surveys, 46% of parents strongly agree/agree with the statement "My child has administrators and teachers that monitor and inform me of his/her learning progress." Discussing with the parent community how they would best like to be reached could be a powerful technique for enhancing school communication. Ensure the effectiveness of the school communication system among all geographic regions of the county. Examine ways to more meaningfully communicate with and engage parents in improvement planning, providing feedback, helping to shape decisions, or serving in leadership roles.

## Part II: Conclusion

### Summary of Diagnostic Review Team Activities

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The Diagnostic Review team met virtually on February 21, 2013 to begin a preliminary examination of Greenup County High School's Internal Report and determined points of inquiry for the on-site review. Next, team members arrived in the district on Sunday, March 10, 2013 and concluded their work on Wednesday, March 13, 2013.

Greenup County High School and school leaders carried out the Internal Review process as directed and in keeping with the developed timeline. Stakeholders, including students, parents and community members were candid in their responses to Diagnostic Review team members. The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders	6
Site-Based Council Members	4
Teachers and Support Personnel	49
Parents and Community Members	8
Students	38
<b>TOTAL</b>	105

The Diagnostic Review team also conducted classroom observations in 45 classrooms using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

### Overview of Findings

The leadership of Greenup County High School has embraced their role in establishing and promoting a vision for student success. Processes and systems are being developed to implement this vision across the entire school community. Professional learning communities are beginning to move beyond information distribution and into steps to improve student success. However, engaging and rigorous instruction was not yet evident in all classrooms throughout the school.

A culture of continuous improvement in systems and processes should continue to become the norm for all initiatives at GCHS. While the school has begun to make strides in this area, all initiatives should be implemented with fidelity, monitored for impact and revised based on

performance data. Additional training in the use of data to improve instruction is needed to increase the staff's ownership of their own data.

In order to support the school's vision of college and career readiness for every student, a closer collaborative relationship is needed between GCHS and the Greenup Area Technical Center – including intentional tracking of student pathway completion and intentional scheduling of courses to facilitate pathway completion.

There are many aspects of the performance and culture of GCHS that are moving in a positive direction. The Opportunities for Improvement and Improvement Priorities included within this report should not be seen as an indictment of the school's efforts, but as a roadmap to build upon the work that has been done thus far. These findings and opportunities are presented to provide ideas that can help all students at GCHS be successful.

## Standards and Indicators Summary Overview

### *Standard 1 – Purpose and Direction*

- There was evidence provided primarily through the principal presentation and documentation that a process had been implemented at the school to gain input from all stakeholders in the development/revision of the schools purpose and direction. Parent, teacher and student interviews provided evidence of support for this process and that the purpose and direction were effectively communicated to teachers and other stakeholders.
- Interviews, classroom observations and survey data indicated the existence of school culture that is embracing the growth of high expectations for student learning and school effectiveness. The focus on college and career ready status with students understanding the requirements and teachers implementing strategies to help them achieve it was evident. Higher-order thinking vocabulary was displayed via learning targets but work remains in regards to learning strategies being carried out to allow students to reach that critical thinking level. Challenging and rigorous classroom discussions were infrequent. Expectation documents (the non-negotiables, bell to bell, bell ringer, learning target, and agendas) were posted in most classrooms observed.
- Stakeholder interviews, 30, 60, 90 day plans, deficiency binders and classroom observations revealed evidence that the school has established a systematic process for working through the continuous improvement cycle. This process was used for the internal review. Evidence that this process is used beyond the internal review process for other school decisions was not found. Parent interviews did not indicate a large number of opportunities to participate in school-level discussions.

**Standard 2 – Governance and Leadership**

- The school Advisory Council is meeting on a regular basis and focusing on student performance. Parents and students indicate that the school is focused on student performance, and policies and procedures are in place to support that focus. These Advisory Council discussions are primarily focused on school function.
- The Principal is supported by the actions of the Superintendent and the Advisory Council but retains full autonomy to lead the school.
- The school's mission and vision serve as a guide for driving the actions of the school's stakeholders. The school is focused on college and career readiness for all students as well as assessment success for students in all other grades. This school vision, however, has not driven change in instructional practices in all classrooms across the school.
- Interviews with stakeholders indicate that a variety of strategies are used to distribute information about the school (automated calling systems, mail, and Infinite Campus parent portal). Many stakeholders who reside in the outskirts of the county are not involved in school activities beyond the school day.
- The principals are involved in a process to formally observe every teacher in the building (above and beyond the minimum review schedule required by the district.) All teachers complete the entire formal review. Within the individual growth plans of every teacher, college and career readiness language use is communicated and expected. However, the effectiveness of this process is questionable due to the fact that many classes observed lacked rigorous instruction.

**Standard 3 – Teaching and Assessing for Learning**

- Leadership has been successful in making some improvement to instructional practice and curriculum that has resulted in an increase in the number of students who are college and career ready.
- School leaders are encouraged to formalize, implement with fidelity, and evaluate a process to ensure challenging and equitable instruction in all classrooms that align to the schools' formal statements of purpose and direction.
- The degree to which the continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment is not consistently apparent. The process currently used shows limited evidence that the continuous process ensures vertical and horizontal alignment.
- Some staff members participate in collaborative learning communities that meet formally. Other staff members are not involved in a professional learning community.
- Classroom observation data revealed that some teachers do not use an instructional process that clearly informs students of learning expectations and standards of performance.
- Although stakeholder interviews described an effective mentoring program for a small number of at-risk students, interviews of students revealed a need and desire for more "one-on-one" interaction with school personnel.
- In interviews, teachers reported the professional learning as "a one size fits all model." Teachers also indicated the practice of using Plus/Deltas to evaluate the effectiveness of some professional learning.
- Interviews, observations and surveys indicate a lack of sustained classroom rigor in all courses.

**Standard 4 – Resources and Support Systems**

- Concern exists regarding the sustainability of existing positions and programs once SIG funds end.
- School leaders express a desire to allocate instructional time, materials and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations.
- Classroom observations revealed that the Digital Learning was the lowest rated domain indicating the need for additional training on methods to fully use technology as an instructional tool.
- There is no formal and effective connection between the high school and the Area Technology Center as related to student scheduling for pathway completion. Interviews indicate that this part of student advising is occurring at the individual teacher level.

**Standard 5 – Using Results for Continuous Improvement**

- Leaders in the school describe GCHS as a “data-driven” school. Evidence exists to suggest that the school does collect a significant amount of both student-performance and non-cognitive data. However, this data is not always used to drive instructional improvement at the classroom level.
- Data is collected within the school, and school leadership is emphasizing and modeling the use of data in decision making. However, this practice has not yet become fully integrated at the classroom level.
- Some initiatives (e.g., attendance improvements, 9<sup>th</sup> grade English common assessments) are effectively using data for improvement and adjustment of practice.
- Professional learning communities vary greatly in their use of data for improving instruction.

## Learning Environment Summary

During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Diagnostic Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The results of the 45 classroom observations the team conducted using the ELEOT provided insights into teaching and learning in classrooms across the school. However, school leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data.

The team used these results to confirm, refute, substantiate, and/or validate data gathered from other sources including reports, interviews, meeting minutes, surveys, and resource materials.

### Equitable Learning Environment (2.2)

While students seemed to have equal access to classroom discussions and activities, some students chose not to participate without any redirection from the teacher. The degree to which rules were consistently applied varied from classroom to classroom. Some classroom activities allowed for students to learn about cultures different than their own. Most lessons were conducted in large groups without significant levels of differentiation based on learning styles.

### High Expectations Environment (2.2)

In the courses designed for high-level learners, there were many practices and procedures that communicated high academic expectations. However, in non-college prep courses high learner expectations were not consistently communicated. In general, students strived to meet the

expectations set by the teachers. The degree to which students were tasked with activities and learning that was challenging or provided exemplars of high quality work were infrequent. Similarly, instances in which students were engaged in rigorous coursework or were asked to respond to questions that require higher order thinking were somewhat limited.

#### Supportive Learning Environment (2.5)

Ratings indicated that students generally expressed that learning experiences were positive, and that the learning environment allowed them to take risks in classroom discussions without fear of negative feedback. The primary instructional delivery method was whole group. Nevertheless, ratings indicated that students were exposed to an environment in which they were provided support and assistance to understand content and accomplish tasks. A large variety of instructional delivery was not observed.

#### Active Learning Environment (2.5)

Observations revealed that some students were involved in active learning by discussing content within class or asking questions, but strategies to ensure that all students were actively engaged were not always seen. Students had opportunities to demonstrate listening and speaking skills, but were not observed interacting with content in other ways.

#### Progress Monitoring and Feedback Environment (2.3)

In some classrooms, students demonstrated or verbalized an understanding of the lesson or content being presented and responded to teacher questioning to deepen or ensure understanding. Instances in which students were told how their work was assessed were quite limited as were opportunities for students to revise or improve their work based on feedback.

#### Well-Managed Learning Environment (2.9)

The highest ELEOT observation scores were received in this area. Students were well-behaved and interacted with adults respectfully and appropriately. Many routines were in place to begin the class promptly. End-of-class procedures were less clear and sometimes involved lining up at the door before exiting. Students were generally aware of classroom routines, behavioral expectations and consequences. Most students spoke respectfully about their teachers and their school administrators.

#### Digital Learning Environment (1.8)

Observations in this area produced the lowest ELEOT values in the school. These ELEOT results indicated that there was little to no observational evidence that instructional uses of technology by students were being implemented throughout the school. There were very few



instances where students were observed using technology for the purposes of higher order learning, e.g., conducting research or solving problems. Though some teachers used technology, it was mostly for lower order functions (e.g., as a projector and whiteboard). Teachers were involved using technology in this way to teach. Few students were observed using technology in any active way to access or manipulate content.

## Improvement Priorities

Indicator	Statement	Rationale
2.4	<b>Align all course scheduling to career readiness within GCHS, and coordinate with the Greenup Area Technical Center to increase the number of students who have access to career readiness courses.</b>	The senior class of GCHS has 181 students. This year, 99 KOSSA tests, (which can allow students to meet the technical aspect of career readiness), were administered to eligible seniors. Interviews with teachers, administrators and students reflected that the advising for career pathway completion was not intentional. To the extent that career pathway advising was conducted, it was through conversations with classroom teachers. A process should be developed and implemented whereby students are advised and encouraged to complete their chosen career pathway through the third credit in the pathway, (which makes students eligible for KOSSA tests/career ready status.). Responsible persons, (including GCHS administrators, ATC administrator, GCHS counselors), should ensure that all students are advised in pathway completion prior to scheduling each year, and the number of KOSSA-eligible students should be monitored to determine if the advising process is having positive impact. The teacher's important role in this advising process should be clearly defined and appropriate support, such as documents and deadlines, provided to facilitate their effective participation.

Indicator	Statement	Rationale
3.6	<b>Develop, systematically implement, and monitor for impact a clearly defined instructional process in all classrooms that (1) informs students of learning expectations, (2) provides exemplars to guide and inform students, (3) includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision, and (4) provides students with specific feedback about their learning.</b>	<p>In surveys, only 61% of students indicated that they agree/strongly agree with the statement, "In my school, the principal and teachers have high expectations for me," suggesting that a significant percentage of students do not perceive that the school has set high expectations for all students. Classroom observation ratings for the High Expectations domain yielded a rating of 2.2 out of 4.0 which was the second lowest rating of all 7 domains. Survey data also indicates that 42% of students do not agree or are ambivalent about the degree to which teachers explain their expectations for learning and behavior so that students can be successful. Documentation and classroom observations did not reveal the existence of a well-defined instructional process. Communication of learning expectations, use of exemplars, multiple measures such as formative assessment to inform ongoing modification of instruction, etc., were minimal.</p>
3.7	<b>Design and implement mentoring, coaching, and induction programs to support all school personnel in their instructional improvement.</b>	<p>Based on teacher interviews, teacher and school supplied evidence binders, and leadership and support personnel interviews, the school does not have a system to provide mentoring, coaching, and induction to all school personnel. The school should design, implement, monitor, and evaluate the effectiveness of such a program that engages all personnel in mentoring, coaching, and induction programs that support instructional improvement consistent with the school's values and beliefs about teaching and learning.</p>

Indicator	Statement	Rationale
3.8	Develop new strategies to (1) more effectively communicate with parents about their child's learning progress and (2) engage them in meaningful ways in their children's education.	<p>In surveys, only 41% of parents indicated that they agree/strongly agree with the statement, "All of my child's teachers keep me informed regularly of how my child is being graded," suggesting that the majority of parents in the school do not perceive that the school's system for communicating progress is effective. Based on student, teacher, parent, leadership and support personnel interviews, it is evident that some stakeholders received information from the school such as progress reports, "Good News" postcards, etc. Interviews also indicated, however, that some parents did not receive this information. In the interviews, stakeholders also discussed programs like the ACT Blitz and FAFSA night. Interviewees acknowledged the importance of such events; however, there were concerns about the turnout, and publicity and outreach efforts to the most rural parts of the county. Survey data suggests that the school has not been effective in communicating with and/or engaging families in the education of their children. Only 42% of parents indicated in surveys that they agree/strongly agree with the statement, "Our school provides opportunities for stakeholders to be involved in the school." In addition, only 36% of students responded that they agree/strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."</p>
3.9	Design and implement a formal structure whereby each student is well known and mentored by at least one adult advocate in the school who supports that student's educational experience.	<p>Student, parent, teacher, leadership and school support personnel interviews shared that the school does not have a formal structure to ensure that every student has at least one adult in the building who knows and supports that student's educational experiences. Students interviewed described a need for more "one-on-one" interactions with teachers for all students. In surveys, less than 40% of students indicated that they agree/strongly agree with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future."</p>

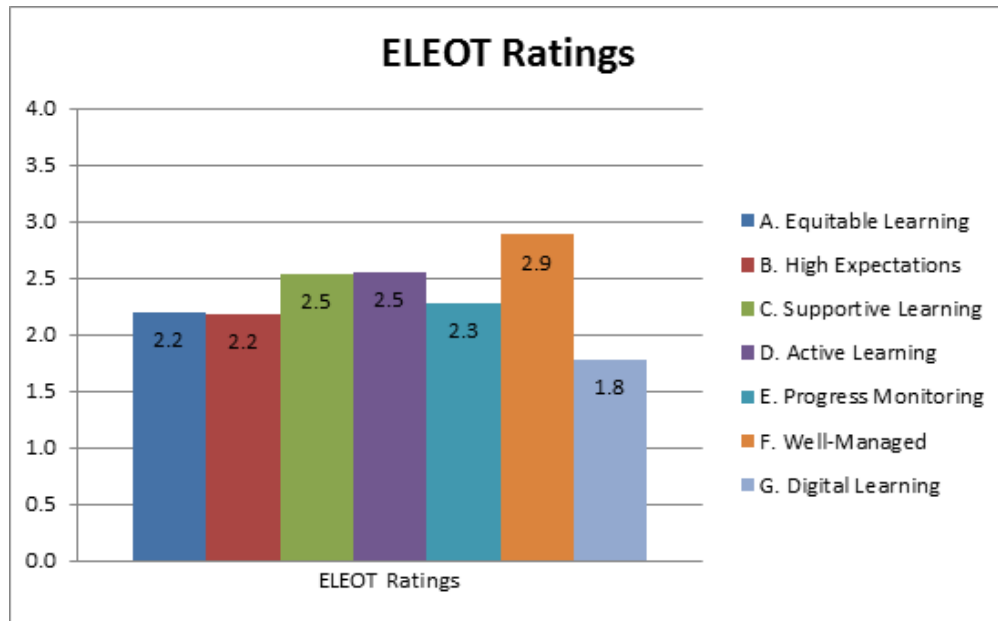
Indicator	Statement	Rationale
4.3	Create a process in which school leadership engages the school community in creating clear definitions and expectations for maintaining a clean and healthy environment. Ensure that these expectations and definitions are shared with all stakeholders and that monitoring of conditions is systematically implemented.	Observations clearly identified the need for a more intentional focus on preserving a clean and pride-filled environment for GCHS. In surveys, only 18% of students indicated that they agree/strongly agree with the statement, "In my school, the building and grounds are safe, clean, and provide a healthy place for learning." While about 25% were ambivalent with regard to this statement, 55% of students disagree/strongly disagree with this statement. Parents reported performing maintenance and custodial services on their own while attending school events, and students reported the inability to feel comfortable using certain restroom facilities. Some interviews revealed that school leaders are not allowed to appropriately supervise these activities at the building level due to district oversight of this division. While students stated that the school leadership team works very hard to ensure their safety, and reported that they indeed do feel safe, their frustrations regarding the "physical health" of their school were consistently expressed.
4.7	Implement a clearly defined, comprehensive process to determine and respond to the counseling, assessment, referral, educational, and career planning needs of all students that is aligned with the GCHS vision of "College and Career Ready for All."	While GCHS boasts many strategies to meet their vision of College and Career Ready, stakeholder interviews revealed that there are limited programs, opportunities and services designed to meet the individual needs of students. Interviews and documentation suggest that the extent to which the school is exercising sufficient care in ensuring that Individualized Learning Plans are developed, implemented, and supported is limited. In surveys, only 50% of parents indicated in surveys that they agree/strongly agree with the statement, "Our school provides excellent support services (e.g. counseling, and/or career planning)." In addition, 69% of students indicated that they agree/strongly agree with the statement, "In my school, I have access to counseling, career planning, and other programs to help me in school," suggesting that a significant percentage of students disagree or are not aware of these services and programs.

Indicator	Statement	Rationale
5.3	<b>Provide training, support and monitoring necessary to ensure a rigorous professional development program focused on building staff capacity to evaluate, interpret, and effectively use of data to, for example, modify curriculum or instruction to better meet student learning needs.</b>	Staff survey data suggests that the majority of staff perceive that they have been trained in the evaluation, interpretation and use of data. However, interviews and observations suggest that only a few teachers appear to understand how to evaluate, interpret and use data effectively. Many teachers are now collecting data, but interviews indicate that they do not know what to do with it, or they do not follow through with the analysis and resulting modification of instruction. Only limited evidence from review of PLC documentation indicated that data is being used to drive changes in curriculum and instructional practice. In surveys, only 26% of students indicated that they agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs," suggesting that teachers are not regularly using data to modify instruction or curriculum.

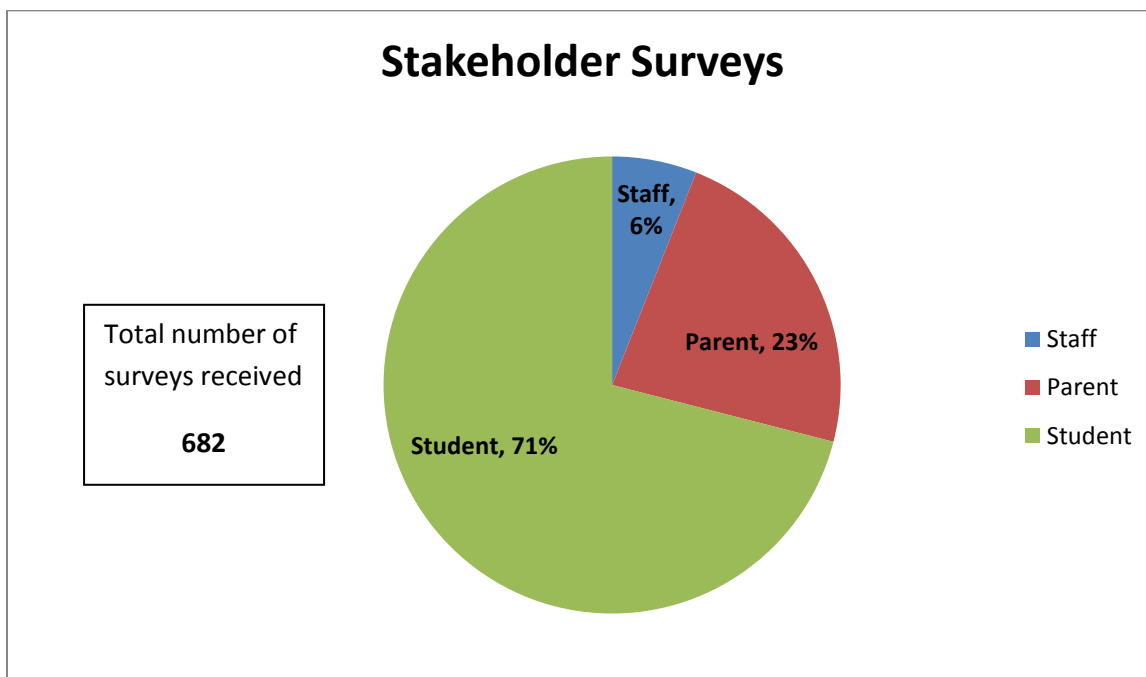
## Part III: Addenda

### Diagnostic Review Visuals

Average learning environment ratings  
from all observations



Percentages of stakeholder groups  
that completed the surveys

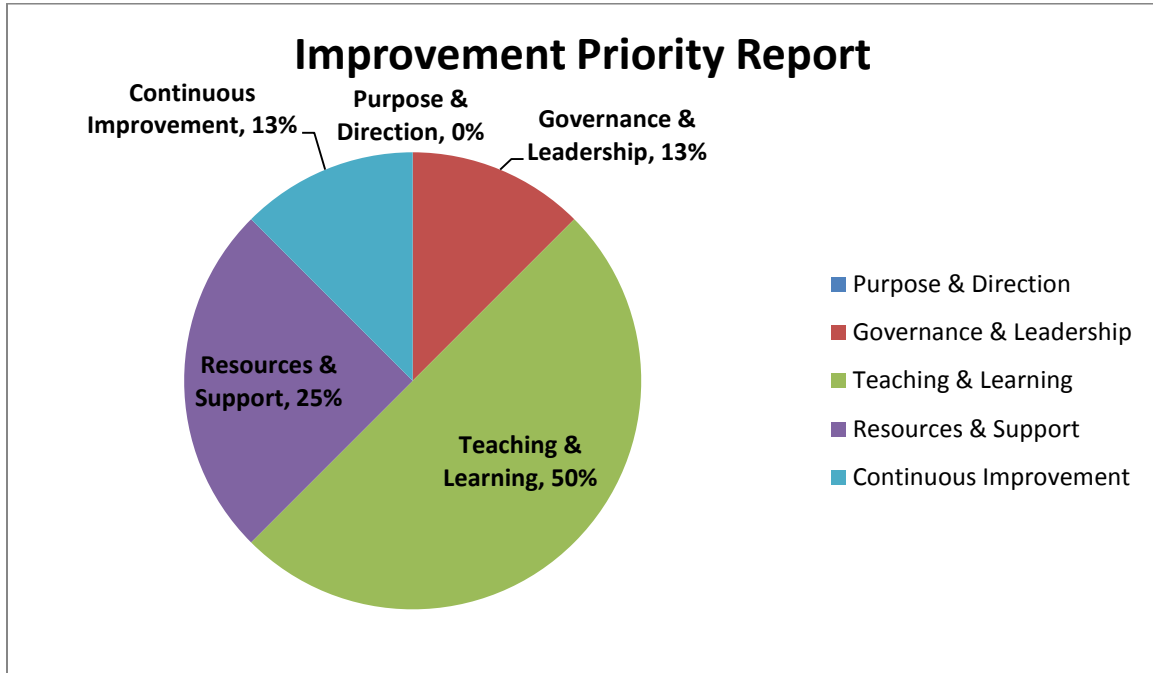


## Self-Assessment performance level ratings

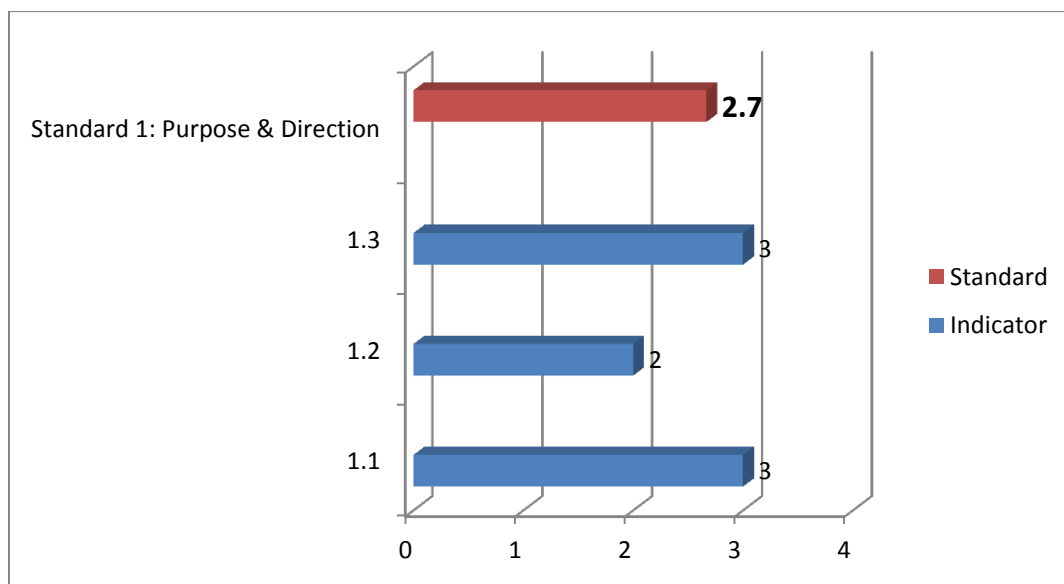
Indicator Assessment Report		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	3	3
1.2	2	2
1.3	3	3
2.1	2	2
2.2	3	3
2.3	3	3
2.4	3	2
2.5	2	2
2.6	3	3
3.1	3	2
3.2	3	2
3.3	2	2
3.4	3	3
3.5	3	2
3.6	3	2
3.7	2	1
3.8	3	2
3.9	2	2
3.10	2	2
3.11	3	2
3.12	3	3
4.1	3	3
4.2	3	2
4.3	2	1
4.4	3	3
4.5	3	2
4.6	3	2
4.7	3	1
5.1	3	2
5.2	3	2
5.3	3	1
5.4	3	2
5.5	3	2

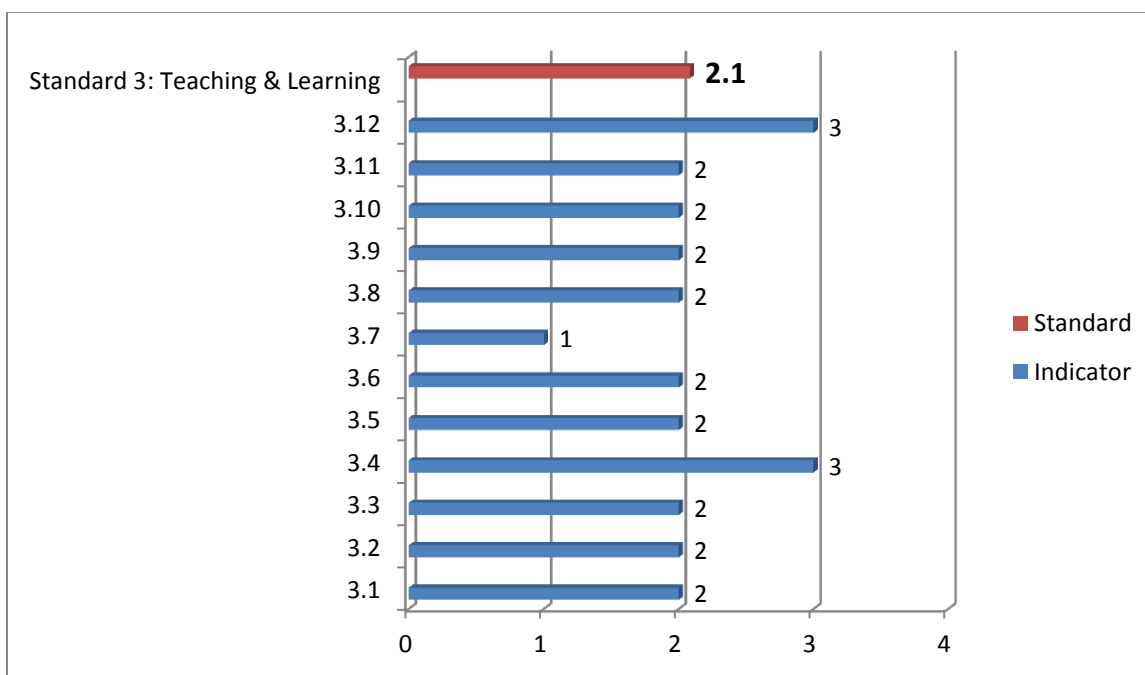


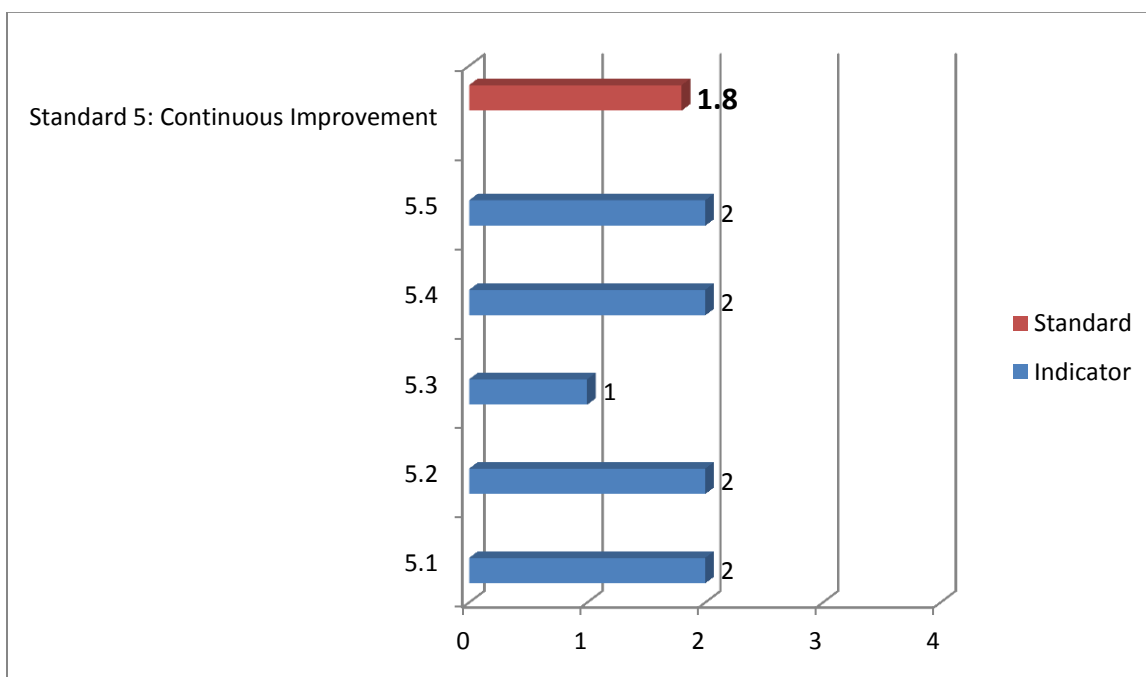
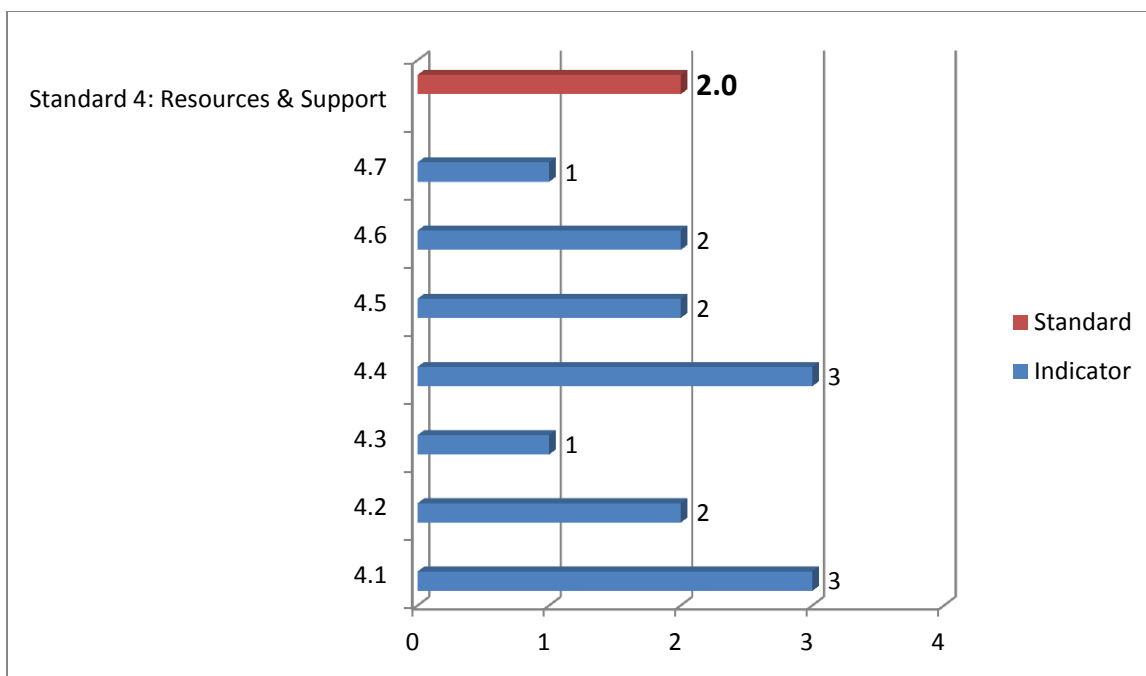
Percentage of Standards identified as  
Improvement Priorities



Average ratings for each  
Standard and its Indicators







**2013 Leadership Assessment/Diagnostic Review Addendum****Greenup High School 2011 Leadership Assessment Report Identified Deficiencies****Deficiency 1:**

The principal does not hold all staff members accountable for the success or failure of students at Greenup County High School. 1.3, 2.6, 3.1, 3.2, 3.3, 3.4

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
x	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: <ul style="list-style-type: none"> <li>• School Evidence Binders</li> <li>• Interviews with Administrators, Teachers, Parents and Students</li> <li>• Classroom Observations / ELEOT data</li> </ul>	
Comments: The principal has led an effort to communicate a vision and mission for Greenup County High School of college and career readiness for all students. Non-negotiable expectations have been established for instruction within classrooms. Additional monitoring of and feedback for classroom teachers is needed in order to ensure that quality lessons are designed and implemented within all classrooms on a consistent basis. ELEOT classroom observation data indicated that "high expectations" for students were somewhat evident (score of 2.2 of possible 4.0).	

**Deficiency 2:**

The principal does not ensure interactive communication regarding student absenteeism between district and school staff. 3.8, 4.7

	This deficiency has been addressed in an exemplary manner.
x	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: <ul style="list-style-type: none"> <li>• School Evidence Binders</li> <li>• Interviews with Administrators, Teachers, Parents and Students</li> <li>• Attendance / Referral Data</li> </ul>	
Comments: The principal has led significant work on the development of a system to improve attendance rates and reduce truancy across the school. Incentive programs and consequences are in place. However, additional feedback is needed. Once the absences are sent to the district level for action, information related to next steps for individual truant students does not always return to the school level for action.	

**Deficiency 3:**

The principal has not provided the direction and support necessary for student performance to meet local, state and federal expectations. 1.1, 1.2, 3.2, 3.4

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
x	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: <ul style="list-style-type: none"> <li>• Classroom Observations / ELEOT Data</li> <li>• Interviews with Administrators, Teachers, Parents and Students</li> <li>• School Non-Negotiables</li> <li>• Hallway Displays of Vision and Mission</li> </ul>	
Comments: The principal and school administrators have established a vision for increased student achievement and have developed processes and procedures to implement that vision. At the classroom level, however, the lack of rigorous instruction indicates that this vision has not yet permeated all lessons in all classrooms each day. Additional monitoring and support are necessary to ensure that this vision of meeting all local, state and federal expectations is implemented at the classroom level. ELEOT classroom observation data indicated that "high expectations" for students were somewhat evident (score of 2.2 of possible 4.0).	

**Deficiency 4:**

The principal does not lead school staff in using student performance data as a basis for sound decision making. 3.1, 3.4, 3.6, 5.3

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
x	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: <ul style="list-style-type: none"> <li>• Interviews with Administrators, Teachers and Students</li> <li>• School Non-negotiables</li> <li>• PLC Notebooks and Artifacts</li> <li>• School data displays and student data notebooks</li> </ul>	
Comments: The principal has implemented processes and data collection methods that are helping to change the culture of Greenup County High School into an institution whereby all decisions are data-driven. An example of this would be the modification of an administrator's duties based on a decline in behavioral referrals. However, data use at the classroom level to make instructional decisions was not consistent nor discussed in interviews. Additional training on the use of data is needed to ensure that all teachers appropriately use data to ensure success for all students. ELEOT classroom observation data indicated that "progress monitoring" for students were somewhat evident (score of 2.3 of possible 4.0).	

**Deficiency 5:**

The principal does not reach beyond the school walls for support in improving academic success. 3.8, 4.7, 5.5

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
x	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: <ul style="list-style-type: none"> <li>• Interviews with Administrators, Parents, Students and Teachers</li> <li>• School Planning Artifacts</li> <li>• Diagnostic Review Artifacts (Work teams, participants)</li> <li>• Interviews with Superintendent</li> </ul>	
Comments: The principal has involved additional parents in the work of school improvement through participation in advisory council and diagnostic internal review teams. Parent interviews relate that they are more welcome within the building and receive numerous communications from the school (grade reports, newsletters.) Events such as the ACT Blitz (though not well attended) provided opportunities for parents to discuss issues related to the school. However, additional opportunities to connect with parents and the community are limited – especially to parents living several miles away from the school. Most communication to these parents is limited to school-to-home, only.	

**Deficiency 6:**

The principal does not implement the certified evaluation process according to state and district guidelines. 2.6

	This deficiency has been addressed in an exemplary manner.
x	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: <ul style="list-style-type: none"> <li>• Interviews with Administrators and Teachers</li> <li>• Teacher Evaluation Documentation</li> <li>• Teacher Growth Plans and Observation Schedules</li> </ul>	
Comments: The principal has implemented an intentional system whereby every teacher in the school is evaluated on an annual basis. Teacher growth plans are based on school-wide college and career readiness goals as well as individualized personal growth needs. In addition to teachers, the structure of the observation and evaluation system is designed to provide administrative growth oversight for classrooms as well – involving growth of the administrative team as instructional leaders.	

**Diagnostic Review Team Schedule****Greenup County High School  
School Diagnostic Review Schedule****Friday February 22**

Time	Event	Where	Who
1:00 PM	Virtual Team Meeting/Webinar – Preparation for the Review/Assignment of Standards for initial ratings activity	Online	Diagnostic Review Team

**SUNDAY March 10**

Time	Event	Where	Who
3:00 p.m.	Check-in @ Holiday Inn Express Hotel	Hotel	Diagnostic Review Team
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team
6:30 p.m. – 8:30 p.m.	Team Work Session #1 - Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team

**MONDAY March 11**

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team
7:45 AM	Team arrives at school	School office	Diagnostic Review Team
8:00 – 9:00 a.m.	Standards Presentation - Questions/topics to be addressed:  1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here?  <u>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as</u>	School Conference Room	Jason Smith, Principal  Diagnostic Review Team



	<u>conditions that support learning.</u>  2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement.  3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level?  4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning?  5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?		
9:00– 9:15	Transition		Diagnostic Review Team
9:15 – 10:15a.m.	Principal interview	Administrative Office	Lewis Willian
9:15– 11:15	Begin school and classroom observations		Diagnostic Review Team
11:15 a.m.-12:00 p.m.	Lunch & Team Debriefing	Offsite/brought in	Diagnostic Review Team
12:00 – 4:00	School and classroom observations continue		Diagnostic Review Team
	Small group (3-5 persons) interviews should be scheduled for : (Scheduled Times TBA)  1. Students 2. Assistant Superintendent 3. Community Partners 4. Parents	School Conference Room	<b>(Students: 1:20 PM)</b>  <b>(Cent Office: 10:45 AM)</b>  <b>(Parents: 3:00PM )</b>
	Begin review of artifacts and documentation	School Conference Room	Diagnostic Review Team  (working in pairs or as individuals)
4:00 p.m.	Team returns to hotel		Diagnostic Review Team
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team
6:30 – 9:00 p.m.	Evening Work Session #2  <ul style="list-style-type: none"> <li>Review findings from Monday</li> <li>Team members working in pairs re-examine ratings and report back to full team</li> <li>Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific)</li> <li>Prepare for Day 2</li> </ul>	Hotel conference room	Diagnostic Review Team

**TUESDAY March 12**

<b>Time</b>	<b>Event</b>	<b>Where</b>	<b>Who</b>
	Breakfast	Hotel	Diagnostic Review Team
8:00 a.m.	Team arrives at school		Diagnostic Review Team
8:00 – 8:45	Team debriefing	School Conference Room	Diagnostic Review Team  (working in pairs or as individuals)
8:45 – 11:45 a.m.	Continue interviews as necessary not completed on day #1	Classrooms	Diagnostic Review Team (working in pairs or as individuals)
	Continue artifact review as necessary not completed on day #1		
	Classroom observations		
11:45 a.m.-12:30 p.m.	Lunch & team debriefing	Offsite	Diagnostic Review Team
12:30 -4:00 p.m.	School and classroom observations  Artifacts review  Complete interviews as necessary	Classrooms	Diagnostic Review Team  (working in pairs or as individuals)
5:30 – 6:30 p.m.	Dinner		Diagnostic Review Team
6:30 – 9:30 p.m.	Evening Work Session #3 <ul style="list-style-type: none"> <li>Review findings from Tuesday</li> <li>Team deliberations to determine standards and indicators ratings</li> <li>Powerful Practices and Opportunities for Improvement at the standard level (assign team member writing assignments)</li> <li>Improvement Priorities – (assign team members writing assignments)</li> <li>Tabulate Learning Environment ratings</li> </ul> Team member discussion: <ul style="list-style-type: none"> <li>Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any schools that are falling below OR exceeding expectations and possible causes.</li> <li>Themes that emerged from the Learning Environment evaluation including a description of practices and</li> </ul>	Hotel Conference Room	Diagnostic Review Team

	programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.)		
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**WEDNESDAY March 13**

<b>Time</b>	<b>Event</b>	<b>Where</b>	<b>Who</b>
	Breakfast	Hotel	Diagnostic Review Team
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team
8:00 – 11:00 a.m.	Classroom and school observations	School Conference Room	Diagnostic Review Team (working in pairs or as individuals)
11:00 – 1:30	Final Team Work Session  Examine <ul style="list-style-type: none"> <li>• Final ratings for standards and indicators</li> <li>• Powerful Practices (indicators rated at 4)</li> <li>• Opportunities for Improvement (indicators rated at 2)</li> <li>• Improvement Priorities (indicators rated at 1 or 2)</li> <li>• Summary overview for each standard</li> <li>• Learning Environment narrative</li> </ul>	School Conference Room	Diagnostic Review Team
11:30 a.m.-12:15 p.m.	Working Lunch	School Conference Room	Diagnostic Review Team
1:00 – 1:30	Complete the Kentucky Leadership Assessment/Diagnostic Review ADDENDUM	School Conference Room	Diagnostic Review Team
1:30– 2:00	Kentucky Department of Education Leadership Determination Session	School Conference Room	Diagnostic Review Team
2:00 – 2:15 p.m.	Exit Report with the principal  The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later.	School Conference Room	Diagnostic Review Team

**About AdvancED**

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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**School Diagnostic Review Summary Report**

**Greenup County High School**

**Greenup County Public Schools**

**3/10/2013 – 3/13/2013**

The members of the Greenup County High School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

**Principal Authority:**

The principal does have the ability to lead the intervention and should remain as principal of Greenup County High School to continue his roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

\_\_\_\_\_ Date: \_\_\_\_\_

I have received the diagnostic review report for Greenup County High School.

Principal, Greenup County High School

\_\_\_\_\_ Date: \_\_\_\_\_

Superintendent, Greenup County Public Schools

\_\_\_\_\_ Date: \_\_\_\_\_